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## The Classical Outlook

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## LATIN FOR TODAY

BY JUANITA M. DOWNS  
Cheltenham High School,  
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**E**DUCATING FOR Citizenship," the slogan adopted by the educational forces of Pennsylvania as they revised the elementary, secondary, and vocational curricula of their public schools in compliance with the mandate of the 1947 General Assembly, which allocated \$200,000 for that express purpose, challenged the teachers of Latin no less than pedagogues in other fields to try to define a "good citizen" and then to do something a little more definite and concrete than they had done hitherto to develop good citizens.

Various questions arose in this connection. For instance, what are the economic ideals? What are the religious or ethical concepts? What are the social *mores* characterizing the "good citizen," and how best can they be transmitted through the school room that youth may acquire the intellectual curiosity, the practical background, and the willingness to participate actively in the affairs of the community—now the school, later the geographical location—in which his lot is cast?

Gordon Keith Chalmers, President of Kenyon College, in *The Social Role of Education*, raises the question in another way. He points out that our country has apparently accepted the fact that world leadership entails military and financial outlay. He raises the question as to whether the academic world will ever wake up to the fact that world leadership means intellectual strenuousness as well. He refers, he says, not only to information about the world, but to "what it takes to govern." This, in his opinion, demands "intellectual and moral sinew," which involves "the best achievable mastery of the humane knowledge necessary for liberal and democratic government at home and abroad." He stresses also the importance of mass education in social and political matters, a great problem, involving "the hard job of increasing the number who can read critically," and the almost insurmountable task of "providing people with a means whereby they could form judgments of their own" and act intelligently in the labyrinthine maze of social and economic problems that

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threaten the very foundations of our democracy.

To give a very practical turn to the third year of Latin, to meet these new demands for better train-

## NIL MORTALIBUS ARDUI

BY MABEL F. ARBUTHNOT  
Texas State College for Women

"Nothing too hard for mortals,"  
bitterly

The poet said, two thousand years  
ago;

"This human race, this great  
stupidity,

Scales all the barriers heaven  
has set below."

There still are bounds beyond  
our rightful ken,

There still are secrets only a god  
should know;

How clear the voice reminding us  
again

That jealous gods have thunderbolts  
to throw!

ing for citizenship along with Latin, we chose as the theme for our Cicero class last year, Democracy—What is it? What was the Ciceronian version? What the 1949 model? Wherein are there marked resemblances and wide differences between the Roman and Jeffersonian traditions?

Our proposition was to select economic, educational, governmental, and religious problems that appealed to us, individually and severally, and then follow through, paralleling the Latin statements in translation with quotations and passages from current reading, with the last assignment a brief statement of our own concept of good citizenship, evolved from our study, past and present, and evaluated by the measuring-rod of the Biblical four-square "Growth in stature, in wisdom, and in favor with God and man."

Because of the current emphasis on educational problems, with the Federal-Aid-to-Education bill and the teacher shortage constantly before us, the greatest number of parallels came from the field of education, and ranged from nursery-school and pre-school kindergarten problems to the question of how to get the right kind

of people for our own state Council of Education and the State Superintendency of Public Instruction, with such choices out of the hands of the politicians.

Cicero's "Saepius ad laudem atque virtutem naturam sine doctrina quam sine natura valuisse doctrinam" produced a deluge of parallels, with stirring discussions about both vocational and subject-matter choices, while his "Etenim omnes artes quae ad humanitatem pertinent habent quoddam commune vinculum" took us now into Dr. Meiklejohn's famous definition of a liberal education as one that "liberalizes the mind," freeing it from the manacles of religious intolerance and social snobbery so devastating in human relations, and now into the question of values of a liberal education versus specialization, not without attention to those recent statements about the common bond for all the arts, and the human "need for something more than professional competence" by Winston Churchill and President Killian at the famous convocation at the Massachusetts Institute of Technology.

One student suggested that a report listing the seven objectives of good teaching, as it appeared in the 1949 Yearbook of the Association for Supervision and Curriculum Development, an affiliate of the N.E.A., the work of a committee of prominent educators headed by Dr. Alice Miel of Teachers' College, Columbia University, and Professor Kimball Wiles of New York University, could almost have been taken verbatim from Cicero's *Pro Archia*. The objectives listed were: (1) To foster security and satisfaction; (2) to promote cooperative learning; (3) to help pupils develop self-direction; (4) to foster creativeness; (5) to help pupils develop values; (6) to provide opportunities for social action; and (7) to help pupils evaluate learning.

Other ideas emphasizing the seriousness of educating-for-democracy can be evaluated in part from newspaper headings. For instance, "Dodds hits mass education 'to keep young off streets.'" "The time has come for the United States to distinguish between education and a contrivance for keeping students occupied in innocent activities until they go to work, and education as an experience that toughens, sharpens, and matures

the mind," Dr. Dodds declared. Also, "College students found to be uneducated," because, according to Dr. Harold Taylor, president of Sarah Lawrence College, "they were treated as intellectual children doing all things adults do."

Yale's new Division of Social Science and its Social Science Planning Center, ranking with its divisions of Humanities, Medical Affairs, Engineering; Goucher's new science course to "divert student thinking from scalpels, test tubes, Bunsen burners, thermometers, and the like," and urge the student to focus interest on the consideration of "collective science as a potent force in shaping the social, political, economic, cultural, and religious concepts and activities of mind" via "The Methods and Nature of Science"; Ohio State's "Education by Radio" Forum of May 5-8, 1949, where a thousand educators sat down to evaluate radio programs as an educational factor; Pomona's and M.I.T.'s new five-year plan for a joint Bachelor of Arts and Bachelor of Science degree—all of these and many more topics came under the yardstick of Roman standards of education, during the year.

When Dr. Nathan Lazar, instructor at Columbia University's Teachers' College, declared to mathematics department chairmen and teachers of New York City schools that "The only hope for the future of the teaching of arithmetic in the public schools of the United States is in the realization on the part of the teacher that, like other subjects, arithmetic must be taught in connection with other fields of learning,"—otherwise, "without social significance, arithmetic degenerates into a wasteful game of performing meaningless operations with empty symbols," one astute student remarked, "Isn't that just what is happening with symbols of language, words and grammatical forms?" and I added, "Yes, they have grown too technical for the type of the-young-to-be-kept-off-the-street that we find in the modern classroom, and too annoying for the good student whom Henry Noble McCracken says we have sold out in our own great program of "leveling off to mediocrity that we call democracy."

Cicero's "duty of unselfish service" the "proper object of ambition," "worthy use of leisure time," and "value of learning" found dozens of modern parallels that seemed decidedly apt, chief among them Fulton Oursler's "Whose Business Was It?", the *Readers' Digest* story behind the

wild leap of Oksana Kasenkina.

If we may judge from the parallels brought in, students in the third-year Latin class were not unaware of either the many problems of government or the source of many of our political and governmental mores; and Cicero's "civitas acquissimo iure et foedere" ran the gamut from newspaper clippings noting the fact that "The United States and Great Britain bitterly denounced Bulgaria, Rumania, and Hungary for violations of the human rights clauses in their Second World War peace treaties" to literary accounts explaining the background of the World Bank, UNESCO, the Atlantic Pact, and innumerable other treaties and agreements, great and small, whose sole purpose was "to do for the many component parts of the world what Rome was striving to do in the last century B.C., for the struggling little communities of the Italian peninsula."

On the humane side, the question of civic responsibility for the "underdog," the idea of Fellowship recognizing no boundaries of nationality, race, or color, and the attitude toward the "stranger within the gates" suggested by Cicero's famous lines, "Etenim cum mediocribus multis et aut nulla aut humili aliqua arte praeditis gratuito civitatem in Graecia homines impertiebant, Reginos credo aut Locrenses aut Neapolitanos aut Tarentinos, quod scaenici artificibus largiri solebant, id huic summa ingeni praedito gloria noluisse" (*Pro Arch.* 5, 10) brought out President Truman's request for a World Relief Campaign to destroy "barriers of distrust and propaganda that divide us world citizens from our fellow men," a list of items too long to include on fellowship and fair practice, and Joseph Fort Newton's Saturday Sermon on "Living Together," not to mention the article describing Jacob A. Riis, one of the good citizens who, like Archias, though of foreign ancestry, lost no opportunity to serve his foster mother.

Cicero's famous lines on whether or not he would be conscious in future ages of what was going on in this terrestrial sphere produced, at the hands of one of my very devoutly religious students, a collection of poems, editorials, and essays representing the best writers, as well as some of the more controversial ones, in secular and religious walks of life, that would have done credit to an adult student of the question of the immortality of the soul.

*School and Society, The American Scholar, Civil Engineering, The New*

*York Times, The Reader's Digest, The Atlantic Monthly*—Spinoza, Franklin, Wordsworth, Voltaire, Rousseau, Dale Carnegie, Max Lerner—the Irish Free State's directive to abandon the King's English in favor of Gaelic, language problems in India, free scholarships, extra-curricular spending, D. P.'s at our door, the problem of oil and diplomacy—all these and many more represent the names of popular and literary magazines and newspapers, the names of writers of many ages, and headlines appearing in all the news media in which pupils found a wealth of modern parallels for some of the most imposing questions that ever challenged citizens in the Roman and American democracies.

Whether Latin students who have been encouraged to parallel the ancient with the modern in projects such as this, and to study without bias the implications rising from such parallels growing from their Latin reading, will constitute a more intelligent electorate ready to face issues realistically without losing their hold on the ideal, whether they will be better citizens and leaders, rests with the Fates; but at least they have come to realize not only that there is "nothing new under the sun," but that the answers to our problems must be found by each of us individually piecing together the millions of infinitesimally small particles making up the jigsaw puzzle of human relations, and then applying his individual philosophy to work for the best interests of all conjointly, that we may live and let live if democracy is to continue on the earth.



## VERSE-WRITING CONTEST

THE CLASSICAL OUTLOOK will this year conduct another Verse-Writing Contest for high school and college students. Any high school or college student may enter the contest provided he is *this year* studying Latin, Greek, or classical civilization under a teacher who is a member of the *American Classical League*. Certificates of honorable mention will be awarded to the writers of all verses chosen for publication. Manuscripts must bear the name of the student, of his high school or college, and of his teacher of Latin or Greek. The verse may be in English, Latin, or Greek; the theme must be drawn from classical literature or mythology, or classical antiquity, in the broadest sense of the term. The

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poems must be entirely original—not translations of passages from ancient authors. No verses which have ever been published, even in a school paper, are eligible. No manuscripts will be returned; and the winning verses are to become the property of the American Classical League. The decision of the Editorial Board of THE CLASSICAL OUTLOOK shall be final. Announcement of the results will be made in the May, 1951, issue of THE CLASSICAL OUTLOOK. Manuscripts will be received up to February 1, 1951. They may be sent to Professor Lillian B. Lawler, Hunter College, 695 Park Avenue, New York 21, N. Y.; Professor W. L. Carr, University of Kentucky, Lexington 29, Ky.; or Professor Konrad Gries, Queens College, Flushing, New York.



## ROME PRIZE FELLOWSHIPS

The American Academy in Rome is again offering a limited number of fellowships for mature students capable of doing independent work in classical studies and the history of art. Fellowships will be awarded on evidence of ability and achievement, and are open to citizens of the United States for one year beginning October 1, 1951, with a possibility of renewal. Research fellowships carry a stipend of \$2500 a year and free residence at the Academy. All other fellowships carry a stipend of \$1250 a year, transportation from New York to Rome and return, studio space, free residence at the Academy, and an additional allowance for European travel.

Applications and submissions of work, in the form prescribed, must

be received at the Academy's New York office by February 1, 1951. Requests for details should be addressed to the Executive Secretary, American Academy in Rome, 101 Park Avenue, New York 17, N. Y.

## MATERIALS

Junior Classical League emblems, in felt, about four inches square, to be sewed upon sweaters or other garments, are available from the Utah Woolen Mills, Salt Lake City, Utah. The felt is gold-colored; the JCL emblem is embroidered upon it in Roman purple silk thread. Schools may substitute their own colors if they wish; but 100 emblems must be ordered at once. The price is 65¢ each, in lots of 100. Two or more schools may combine in ordering. Orders should be sent to the Utah Woolen Mills.

"The Relationship of Latin to Achievement in German," a very significant article by Dr. Margarete Altenhein, which appeared in *School and Society* last month, may be obtained for 15¢ from the author. Address her at Hunter College, 695 Park Avenue, New York 21, N. Y.

Pamphlets containing the Latin word lists, as prescribed by the College Entrance Examination Board, for the first three years, with English meanings, may be purchased from Mr. John K. Colby, Phillips Academy, Andover, Mass. The price is 60¢ per copy, 50¢ each in lots of ten or more.

## LETTERS FROM OUR READERS

## LATIN AND TENNIS

Professor J. B. Titchener, of The Ohio State University, writes as follows:

"Argument by analogy may be dangerous. Professor W. L. Carr uses the analogy of learning tennis to the functional approach in Latin (CLASSICAL OUTLOOK XXVII, 74).

"On the courts of any large university one may see thousands of energetic young men and women playing an amazingly bad game of tennis. Perhaps I should say with Professor Carr that they are enjoying appalling exhibitions. Muscular young men leap wildly at the wrong moment and use tremendous energy to pat a ball in the generally vain hope that it will cross the net, but not too far. They are enjoying themselves and they are enjoying the functional approach.

"Near by on a few well-kept courts one can observe the varsity practicing, an exhibition of *vim temperatam*. In the case of all the lads on the varsity it will be found that each and every one received formal instruction at an early age before there was a chance to develop incorrigible faults. Very few of them asked for this. Someone took them by the scruff of the young neck and made them.

"Or consider the faculty. On any faculty there will be a few, a very few, excellent and well trained tennis players. There will also be a considerably larger and enthusiastic group of dubs who play year after year with an almost religious fervor and *who never get any better*. At a fairly early age by persistence they reach a certain low level of skill; for the next twenty or thirty years they hope that, through some miracle, this summer will show an amazing development. After the thirty years they confess reluctantly that the legs will not stand up forever, and that a modest game of doubles for recreation is all that remains.

"On this matter I can speak with full qualifications and a perhaps discernible degree of feeling. I did myself receive enough formal instruction to reach a point that might be described as halfway between a dub and a player. My service (the ability to read Latin as Latin?), even on my rare best days, was erratic, to use a polite word. I liked to think that my forehand (recall knowledge of forms?) was dependable, even though

my opponents seemed to have no fear of it. As to my backhand (conditions in indirect discourse?) and overhead volleying (independent sub-junctives?), the less said the better. I did enjoy playing very much, and I wanted to play reasonably well. I also knew precisely what was wrong with my game, and I never succeeded in making myself do anything about it. When, then, I speak so strongly of the dubs, it is because I have always been one of them—heart, soul, and right arm.

"This is all true, unfortunately but undeniably, true of the functional approach to tennis. I hope that Professor Carr will agree that analogies may be dangerous."

#### LATIN AND TELEVISION

Mrs. Pauline E. Burton, of the Libbey High School, Toledo, Ohio, sends in an account of a program presented in the school auditorium recently. In addition to music and a dramatic presentation of a Roman wedding, the program featured an address on "Educational Values," by James Trautwein, of the Television Department of Station WSPD, Toledo. Mr. Trautwein also has written a letter stating his belief in the great value of the study of Latin. He says, in part:

"Words are the special tools of my profession, and there are few others where a right regard for the king's English is so important. Yet I have been impressed again and again by the strange ambition of those who seek to enter radio or any other business field with only a sparse and unorganized knowledge of self-expression. They are not often successful, for we live in a highly competitive world; a man who cannot express himself can rarely sell himself.

"From experience in my own education, I know the value of Latin study in this regard, to say nothing of the mental stimulation, the awakening of intellectual curiosity, which always derives from contact with history, literature, political science, and other fields one must meet in reading any of the classical Latin authors. A man once introduced to these comes away equipped with interests that will serve through his entire life to keep him alert and well informed. Such a man may later go into any specialized field with a reasonable chance for success above the average, for he can always command attention and respect for his views among people in any vocation.

"If you can convince young students of the numerous advantages in Latin study, you will do them a serv-

ice which, I am sure, they will one day come to appreciate immeasurably."

#### A "FEATURED" LATIN TEACHER

Miss Essie Hill, of Little Rock, Arkansas, national chairman of the Committee on Latin Clubs, sends in a clipping from *The Roanoke World-News*, in which Miss Annie V. Cook, teacher of Latin at Andrew Lewis High School in Salem, Va., is featured in a "profile." Although the school is small, her Latin club has almost 200 members. In reply to the question, "Why choose a subject like Latin to teach?" Miss Cook said:

"It was so hard in high school that I figured it must be worth while, so I stuck it out. Now I love to teach it and to help the students over the rough spots."

#### IN ANCIENT DAYS

Miss Hill also writes of an assembly program presented by the Latin students of East High School, Huntington, West Va.:

"The main production was 'In Ancient Days,' presenting a series of various scenes depicting different phases of Roman life. Other features were music and dancing. The finale, which really took off the roof of the high school, was a 'Roman football game.' The entire number was a pantomime, everything being done in complete silence. All the boys wore white togas and fillets of crepe paper indicating whether they belonged to Caesar's *Pillchasers* or Augustus' *Line smashers*. Many celebrities were seated in the bleachers, among them Cleopatra, Dido, her sister Anna, and Helen of Troy."

#### RESULTS OF ALUMNI DAY

In our last issue, we presented an account of an "Alumni Day," at which alumni of the Belmont (Mass.) High School were invited to return and tell members of the school Latin club how their Latin had helped them, and was helping them, in college work. A second letter from the club's sponsor, Miss Marion B. Steuerwald, reads:

"You may be interested to know that our new registration figures have come in; and in spite of a decrease in the general enrollment in our school, we have a 40% increase in the Latin Department, making necessary two more classes than in recent years. One of these is a Latin IV class in Cicero, granted by the school board at the request of the pupils. I feel rather sure that the statements of our loyal alumni had a good deal to do with this interest."

## ACTIVITIES OF THE JUNIOR CLASSICAL LEAGUE

By ESTELLA KYNE

Wenatchee (Washington) High School

**A**N INCREASE of 20% in the number of chapters of the Junior Classical League was reported to the Council of the American Classical League at their business meeting on June 16, 1950, at Haverford College. There were 11,432 active members, in 418 chapters. These figures represent the number of pins sold and the membership cards ordered by the chapters, together with the number of continuing members from the previous year reported by the sponsors. Schools that start Latin in alternate years report their continuing membership. Miss Augusta Gibbons, of Sharon, Pa., the committee member in charge of membership, explains that chapters remain active only by purchasing pins or cards or by reporting their continuing members. She urges that chapters have memberships reported by March so that they will be listed in the annual report and may receive special mailings from other chapters. No list containing additions after March 10 is ever prepared, although the figures are kept.

Bulletins were mailed to all chapters listed in the report of March, 1949, by four of the state federations. These were experimental, to determine whether sponsors wish this kind of service. The Washington state federation prepared the late October mimeograph containing a letter from Dr. Stewart Irwin Gay, of Monticello (N.Y.) High School, committee member in charge of the bulletin. He requested a reply from the chapters. The Texas state federation mailed out in December its eight-page printed quarterly, *The Torch*, containing four illustrations and reports of activities in the state. The Kansas state federation prepared a mimeograph in March that furnished information about the status of Latin as well as club activities in Kansas. In early May, *A Montana Message* reported on chapters from twelve states besides those in Montana. Interest in the bulletin is increasing, so that chapters may be looking forward to a permanent service of this kind from the Junior Classical League.

The largest single bulletin received this year was *Tempora Latina*, from Sault Ste. Marie (Mich.) High School. The twenty-three-page hectographed copy contained articles on

mythology, Roman life, and history, by members of the second-year class. Clever want ads were inserted under the names of Romans or personages from mythology. From the Clifton Forge (Va.) High School, where Mrs. Flora Lynn, state chairman, is the sponsor, came *In Memoriam Vergili*. This four-page printed paper contained, in addition to articles about Roman customs and mythology, a list of successful chapter members from 1936, when their club affiliated with the JCL. *Gloria in Excelsis Deo* is the title of an eighteen-page hectographed paper from the Meadville (Pa.) High School. Initiates in this chapter were required to say "Salve" and "Vale" to every teacher for two days. A formal manumission followed their period of "servitude." A dramatization of the story of Odysseus and Circe was presented, in which the neophytes were changed into "pigs" by the sorceress. Some of the initiates posed as statues of famous Romans. *The Torch*, a two-page bi-monthly mimeograph from Latrobe, Pa., announced in February, as the winner in its slogan contest, "Be a hit: Latin's it!" After one of the meetings of this chapter, the officers and the advisor were invited to the home of an Italian war bride for dinner. *The Patrician*, from the Aquinas College High School of Columbus, Ohio, announced in its December issue a debate, sponsored by the JCL, on the question, "Resolved, That Latin should be retained in the high-school curriculum." Latin students upheld the affirmative, while any junior or senior honor student might speak in the negative. The quarterly *Bulletin* of the Pennsylvania State Association of Classical Teachers reported in April that there were twenty-six chapters active in the state.

There are fourteen chapter bulletins being issued by the Texas federation. Among these are *Nunc et Tunc*, from the Waco Senior High School; *Hodie et Heri*, from Paris High School; *Excelsior*, from the Thomas Jefferson High School in Port Arthur; *Hic et Ibi*, from Cleburne High School; *Hic et Ille*, from the Wills Point High School; *Cum-era*, from Henderson High School; and *Loquax*, from the St. Thomas Aquinas Junior Classical League at Incarnate Word High School, Houston. *The Torch*, official publication of the Texas federation of the JCL, is a quarterly, edited last year by the chapter at Henderson. There were 6500 copies mailed. This year the paper is being prepared by the chap-

ter at Orange. *The Torch* reported in February that the purple iris had been chosen by the votes of the members as the state flower.

Chairmen have been appointed for federations in sixteen states this year. Miss Lourania Miller, of Dallas, Texas, is in charge of federations. There are now nineteen states developing federations. In most states, there are general meetings in the spring, while the executive board meets in the fall to plan for the spring convention. Among the state meetings of last spring were the following: Of the Kansas federation, at Sacred Heart High School in Salina; of the Michigan federation, at Dearborn High School; of Missouri, at the Hanley Junior High School in University City; of Kentucky, at the State University, in Lexington; of Washington, in Renton; of Texas, at Texas State Teachers College, in Commerce; of Pennsylvania, at Latrobe.

The national committee member in charge of programs is Sister M. Concepts, R.S.M., of University City, Mo. She sponsors a chapter of 126 active members, which was established two years ago. The "Mythology Revue" presented originally in her chapter is now being offered through the Service Bureau.

Many unusual programs were reported during the year. Honor was paid to Pomona in November when the Shortridge chapter, Indianapolis, Ind., had a spirited competition to choose candidates for Apple Queen. After the election, the successful candidate was crowned, and she remained the center of interest for the rest of the evening. During Latin Week in Pennsylvania, chapters of the Junior Classical League attend a program at the Buhl Planetarium in Pittsburgh. At the meeting this year "Miss Athena" was chosen at the sky-show. A student from Latrobe was crowned, and held royal court.

Programs to interest prospective students were prepared by many chapters. At Penn's Grove, N.J., the JCL presented "A Roman Family Comes to Life," as part of an assembly program for eighth-grade students. The Passaic, N. J., chapter took a field trip to New York City. It also conducted an exhibit to interest other students in Latin. At Hot Springs, Ark., members visited eighth-grade English classes to speak of the benefits of studying Latin. The Incarnate Word chapter and the Nacogdoches chapter, both in Texas, used the radio in recruiting new Latin students. The bulletin board in the

cafeteria at the Little Flower Catholic High School for Girls, in Philadelphia, featuring the charter of the JCL, in a gold frame, and enlarged snapshots of chapter activities, together with a membership card, was so attractive that the passage near it became blocked. "Pin-up" girls displayed the JCL silver pin during the campaign.

Many chapters ordered the new JCL felt emblems with Swiss embroidery, obtainable from the Utah Woolen Mills in Salt Lake City.

The Raytown, Mo., chapter awards leadership pins to one new and one old member each year. The Spotylvania chapter in Virginia, and the Asheville, N. Car., chapter both reported use of the silver JCL keys as an award for leadership. North Charleston, S. Car., reported an increase from 51 to 89 members. The Parrish chapter at Sehua, Ala., expected 46 continuing members for this year. Fairmont High School at Dayton, Ohio, used the Coronet film on ancient Rome in December, and the one on Scipio Africanus in February. Presentation Academy of Louisville, Ky., used for one meeting the CBS "You Are There" recording of "The Fall of Troy." The Atherton chapter, also in Louisville, aroused much interest with its display of old Latin books.

The most impressive report on service and charity came from the Libbey High School of Toledo, Ohio, which sent ten CARE packages to Greece and Italy, contributed \$2 to the Red Cross and \$10 to the Infantile Paralysis Fund, and raised \$100 for a scholarship; also it gave an AM-FM radio for the sponsor's classroom and \$25 for a record album cabinet for the library. This chapter also set aside \$65 for felt emblems. The St. John chapter in Concord, N. H., contributed to the March of Dimes, the Harvard Classical Players, the Rome Scholarship Fund of the Classical Association of New England, and the African Missions, in addition to several drives within the school. The Cheyenne, Wyoming, chapter netted \$116 on pencil sales during the year.

For thirty years the chapter at Inglewood, California, has held a Roman banquet, but last year they had dinner instead in an Italian restaurant. Many other chapters had Roman banquets. The theme for the Roman banquet at Boise, Idaho, last year was an imaginary trip to Italy via a United Air Lines plane. Italian music and films of Italy were fea-

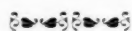
tured. Silver paper airplanes, fashioned around nut cups, were used as favors. The club visited the Boise Airport later.

In Hannibal, Mo., members not displaying their pin or membership card at meetings are fined one cent. The Shortridge High School in Indianapolis made a model of a Roman trireme. Made of balsa wood, it is 26 inches long, is perfectly proportioned, has lacquered nylon sails, and is decorated in black, red, and gold. There are 150 oars, three tiers of benches, and even an eagle on the mast.

The state journals of education are carrying articles about the Junior Classical League and the appointment of the state chairmen. The *School Activities* magazine, published at Topeka, Kansas, carried a two-page article on the JCL in September, 1949; a parody on the opening lines of Caesar's *Commentaries* in October; a report on annual activities from the Latrobe JCL in December; and an illustrated account of a Roman wedding from Washington State in May.

The members of the national committee wish to express appreciation to the officers and office staff of the American Classical League, for their cooperation and assistance. They would like to be of greater service to JCL members and sponsors. At the national meeting in Haverford in June, JCL sponsors met for one breakfast, and state chairmen met for one luncheon. There the announcement was made that the jeweler will now supply gold membership pins for \$3.50 each plus tax, since so many requests for them have been received.

All state chairmen and members of the national committee have full classroom schedules, but they are all willing to assist in every way possible others who will affiliate, to make a stronger association for all.



### SINE INSIGNIBUS

By EDWARD C. ECHOLS  
University of Alabama

THE oft-demonstrated preference of snipers for those in command as targets has led most officers in the field to remove all insignia when close to the front lines, or at least to wear them concealed under their jacket lapels.

One story tells of the over-indoctrinated junior officer who persisted in addressing his superior as "Major!" in a voice loud enough to be heard by any snipers lurking in the vicinity. Finally the major, considerably irked, called out loudly in reply, "Yes, sir,

General!" The startled lieutenant just barely succeeded in reaching cover ahead of the sniper's prompt bullet.

There is an ancient parallel. In the Samnite Wars, Decius, the Roman general, undertook a personal tour of inspection perilously close to the enemy lines. Livy (vii, 34, 15) writes: "Wrapped in a common soldier's cloak and accompanied by his centurions, who were also dressed like privates, lest the enemy should notice that the general was on his rounds, he investigated all these matters."



### "WINNEY" AND "TULLY" —BIRDS OF A FEATHER

By CHARLES I. FREUNDLICH  
Forest Hills High School, New York City

HISTORY affords few examples of so striking a similarity in the life and work of two men as in the case of Winston Churchill and Marcus Tullius Cicero. Born two thousand years apart, these two statesmen would find themselves quite at home were their chronological places in history interchanged. Churchill clad in toga and sandals (*sans* cigar) would be a natural, haranguing Catiline in the Roman Senate, as would Cicero in modern attire delivering an address before Parliament.

Outstanding orators both, they chose to cast their lot with the conservative party of their day; both were sticklers for the *status quo*, both reached the pinnacle of political success, both steered their country safely through a national crisis, and both suffered the ignominy of defeat, one in a political election, the other by exile.

Nor does the deadly parallel end there. In their public speeches the resemblances are noticeably marked. Churchill's long, periodic sentences are strictly Ciceronian in style. His eloquence in expressing noble sentiments, his use of invectives when occasion demands them, his inspiring perorations are all reminiscent of the style of the ancient Roman.

The war years, of course, gave Churchill his greatest opportunity to display his oratorical genius, as did the Catilinarian conspiracy in the case of Cicero. "I have nothing to offer," he said in his first speech as Prime Minister, "but blood, toil, tears, and sweat"—and one is immediately reminded of Cicero's "labor et periculum."

The utter impatience and beating of the breast expressed by Cicero in his "Quo usque tandem" and "O tem-

pora, O mores" passages find their counterpart in this self-indicting line from Churchill's speech delivered after the German invasion of Russia: "The terrible military machine which we and the rest of the civilized world so foolishly, so supinely, so insensately allowed the Nazi gangsters to build up year by year from almost nothing, cannot stand idle lest it rust or fall to pieces."

The phrase "Nazi gangsters" is just one of many choice epithets in Churchill's arsenal of invectives. Others are "a monster of wickedness, insatiable in his lust for blood and plunder," "this blood-thirsty gutter-snipe," "this devil." (All the above refer to Hitler.) Mussolini, too, is raked over the coals. He is "a lackey and a serf, the merest utensil of his master's will," "a whipped jackal," "a fascist criminal and tyrant."

Cicero's barbs hurled at Catiline are likewise full of venom. He is a "gladiator" (cut throat), a "pestis" (scourge), "furiosus" (madman), "perniciosa sentina" (deadly scum), "hostis patriae" (public enemy), "stirps ac semen malorum omnium" (root and seed of all evil)—in other words, a paragon of vice. Much of this name-calling represents an outburst of pent-up anger. Churchill got a lot off his chest when he uttered this fulmination: "Every trace of Hitler's footsteps, every stain of his infected and corroding fingers will be sponged and purged and, if need be, blasted from the surface of the earth."

In the face of adversity both Churchill and Cicero always maintained a buoyancy and hope that left no doubt as to the outcome of the struggle. Witness this sanguine passage from a speech of Churchill delivered in the early days of the War, February 2, 1941: "We shall not fail or falter: we shall not weaken or tire. Neither the sudden shock of battle, nor the long-drawn trials of vigilance and exertion will wear us down. Give us the tools, and we will finish the job." And this note of optimism: "Lift up your hearts. All will come out right. Out of the depths of sorrow and sacrifice will be born again the glory of mankind." And still another: "We shall never turn from our purpose, however sombre the road, however grievous the cost, because we know that out of this time of trial and tribulation will be born a new freedom and glory for all mankind."

In the peroration of his first oration against Catiline, Cicero expresses full confidence in the righteousness of his

cause. Calling upon Jupiter, in whose temple the speech was delivered, Cicero invokes the god's aid in ridding the country of Catiline and his gang. "I promise you this," he says to the venerable *patres conscripti*, "that I shall leave no stone unturned, I shall use all my influence, all the courage at my command to oust Catiline from the country, and expose, bring to light, and decisively crush all his nefarious plans."

Though not a classical scholar, Churchill is fond of using Latin phrases when the need suits him. In his speech to the House of Commons on January 22, 1941, we find these Latinisms: "mutatis mutandis," "facile princeps," "primus inter pares." In this same speech he speaks grandiloquently of "our people, our Empire, and indeed the whole English-speaking world"—which reminds us of Cicero's "populus Romanus, imperium, orbis etiam terrarum."

Cicero's eloquence eventually cost him his life. A series of fourteen bitter tirades, known as Philippics, against Antony so infuriated the general that he had his author, Cicero, beheaded on December 7, 43 B. C. His head and hands were nailed to the Rostra in the Forum—the scene of so many of his triumphs.

Churchill, on the other hand, triumphed over his mortal adversary, Hitler. Yet he planned his own death during the War, in true Roman fashion, rather than risk falling into enemy hands. Under date of October 22, 1948, the *New York Times* quotes Sir James Bissett, former captain of the liner *Queen Mary*, as saying, "a man stood by with a loaded pistol with orders to shoot Mr. Churchill, should his capture by the Germans seem imminent." Shades of Brutus, Cassius, et al!

## BOOK NOTES

Classical Civilization: Rome. By Russel M. Geer. Second Edition. New York: Prentice-Hall, Inc., 1950. Pp. xxiv plus 482. \$4.50.

Many teachers and students of Roman civilization, and many "general readers" with an interest in Roman civilization, have found Professor Geer's *Classical Civilization: Rome* useful and readable, from its first appearance in 1940. The new edition of the book retains all of the attractive physical features of the earlier edition—convenient size, neat cover design, clear type, maps, and

illustrations (the new edition indeed has more of these). A wide range of topics is covered, as in the earlier edition, and the style is concise without dullness. This reviewer has always liked in particular the sections on "The Alphabet and Language," "Law," "Science and Engineering," and "Religion." These sections remain, and are augmented by a short history of the Hebrew people. Also, a brief treatment of early Christian literature has been added; and the account of the Second Punic War has been expanded "in order that there might be one fairly full-scale account of a war." The major sections on geography, history, literature, social, economic, and political conditions, philosophy, private life, art, and the transmission of Roman influence are retained, in general with minor changes and improvements. Throughout the book, the English pronunciation of Roman and other proper names has been introduced, in footnotes, upon the first occurrence of the names. The over-all size of the book remains essentially the same—482 pages as against the 414 pages of the earlier edition.

—L. B. L.

Financing Education. Bulletin of the Bureau of School Service, College of Education, University of Kentucky. Lexington, Ky., 1950. Pp. 161. Paperbound. 50¢.

*Financing Education* is an attractive blue-and-white-covered booklet recording the proceedings and addresses of the twenty-sixth annual Educational Conference and the fifteenth annual meeting of the Kentucky Association of Colleges and Secondary Schools, which took place October 28 and 29, 1949, in Lexington. Of particular interest to the teacher of classics is the section containing six papers on foreign languages in the schools and colleges of today. "The Preparation of Foreign Language Teachers in Kentucky," by Jonah W. D. Skiles, stresses the difficulties experienced by a young person who wishes to secure adequate training as a teacher of foreign languages today, and suggests a realistic minimum of training which should be offered to and required of such a student. "Standards of Accomplishment in Languages," by Walter E. Stiefel, emphasizes the "complete anarchy" that exists in respect to achievement standards in foreign languages, the result of "our rugged individualism" and the lack of objectivity in our measurement of results; he makes many practical sug-

gestions for improving the situation. In "How the Small High School Can Offer Foreign Languages," Sally A. Robinson outlines a plan of individualized work. The remaining three papers appear under one title, "Discussion of the Validity of the Language Program." They are by F. C. Grise, the dean of a teachers' college; Tom Wallace, an editor; and Mrs. Amry Vandenbosch, a housewife and mother. Other papers in the booklet will be of general interest to teachers.

—L. B. L.

Prepare Them for Caesar. By Mary Louise Mabie. Boston: Little, Brown, and Company, 1949. Pp. vii plus 376. \$3.50.

*Prepare Them for Caesar* is not, as the name might seem to imply, a first-year Latin textbook or a pupil's "Companion to Caesar." It is a historical novel, or, rather, a novelized biography of Gaius Julius Caesar (Caius to the author), covering the period from his late teens to his death. The story abounds in cleverly turned phrases, and shows throughout a great admiration for Caesar the man. Indeed, the author herself says: "I wanted to show how he, a young patrician without money but with a complete conception of his intelligence—with nothing but ambition—became the owner of the world."

Notwithstanding the "tremendous" research which the author says she undertook, she has made many slips in her handling of details. For example, she says on page 222: "Curio looked at . . . the ex-consuls in their white togas with purple stripes, at the Marcellus who was . . . presiding in his white robe bordered with deep purple." On page 293 Caesar is represented as in possession of the coast of Britain during the Civil War. To mention only a few other such slips, Tiro is represented as Cicero's slave (p. 354); Maecenas, at the age of twenty-seven, is represented as a school-mate of Octavius in Italy (p. 359); and Octavius is made to refer to Marius as one of his and Caesar's ancestors (p. 369). *Caveat lector*.

No doubt the author felt that an honest account of Caesar's life could not be given without a full quota of sex, and the author has not been parsimonious in regard to this item. Again, *caveat lector*.

Incidentally, the reader will have to wait until he reaches the final sentence of the book to learn who was told to prepare whom for what Caesar.

—W. L. C.

## NOTES AND NOTICES

The Classical Association of the Atlantic States will meet, in conjunction with the Middle States Association of Colleges and Secondary Schools, at the Chalfonte-Haddon Hall Hotel in Atlantic City, N. J., on November 25, 1950. The Executive Committee will meet on the afternoon of November 24.

Officers of the Classical Associations of the Pacific States for 1950-51 are: President, Dr. E. Y. Lindsay, of Grant Union High School, North Sacramento, California; Secretary-Treasurer, Dr. W. M. Green, of the University of California at Berkeley.

Winners of regional scholarships to the 1950 summer sessions of the American Academy in Rome or the American School of Classical Studies in Athens were as follows: Of the Classical Association of New England, Whitney Blair, of Hebron Academy, Hebron, Maine; of the Classical Association of the Atlantic States, Joan B. Twaddle, of The Columbia School, Rochester, N. Y.; of the Classical Association of the Middle West and South, Elizabeth Conn, of Corinth, Miss.; of the Ohio Classical Conference, Nancy Burt, of Cleveland Heights, Ohio; and of the New Jersey Classical Association, Richard W. Carr, of the Glen Ridge (N.J.) High School.

Beginning with the fall of 1950, the editing of *The Classical Bulletin*, formerly an activity of the Jesuit Missouri Province, will become a function of Saint Louis University. The editorial board for the current year consists of the following: William C. Korfmacher, Chairman; Robert R. Henle, S.J.; and Edmund F. Burke, S. J.

Classicists were interested in the news stories during the summer of the kidnapping of a Cretan girl by her suitor, and the subsequent furore around Mount Ida. Newspapers called the incident a modern "Trojan War"; but many students of classical antiquity have pointed out that it bore an even greater resemblance to the story of the theft of the Sabine Women by Romulus and his followers.

National officers of Eta Sigma Phi, honorary classical fraternity, are: Megas Prytanis, Maurice Contor, of Vanderbilt University; Megas Hyparchos, Theodore Pappas, of the University of South Dakota; Megas Grammateus, Lynn Shields, of Den-

ison University; Megas Chrysophylax, Dolores Neff, of Ohio University at Athens. The Board of Trustees consists of: Victor D. Hill, of Ohio University at Athens, Chairman (1952); Grace Beede, of the University of South Dakota (1953); Lillian B. Lawler, of Hunter College (1952); H. Lloyd Stow, of the University of Oklahoma (1951); William H. Willis, of the University of Mississippi (1953). The Executive Secretary and Editor of the *Nuntius* is William C. Korfmacher, of Saint Louis University. Professor Gertrude Smith, of the University of Chicago, is Honorary President of the fraternity.

Winners of the nation-wide Eta Sigma Phi Essay Contest for 1950 were: Janice John, of Trinity College, Washington, D. C.; Elizabeth Courtney, of Rosary College, River Forest, Ill.; Martha Hanes, of Franklin College, Franklin, Ind.; Marian Lewis, of DePauw University; Margaret Clennin, of Ohio University at Athens; and Frederick Brenk, of Marquette University. The topic for 1950 was "The Timelessness of Sophocles' *Antigone*." The committee of judges included Professor George J. Ryan, of the College of William and Mary, Chairman; Professor Olivia N. Dorman, of Florida State University; and Mrs. H. W. Joedicke, of Mary Institute.

The Classical Association of the Middle West and South has announced that the Semple Scholarship Grant for 1950, for study at the American School of Classical Studies in Athens, has been made to Elizabeth Conn, of Corinth, Miss. The Delcamp Greek Scholarship Award, of \$500 for study towards the masters' degree in Greek, has been made to Ann B. Fleming, of Birmingham-Southern College.

The Vergilian Society, with headquarters at the Villa Vergiliana, in Cumae, has repaired war damage to its plant, and is offering, in addition to its annual summer session, a special Holy Year program of lectures in archaeology during the entire year of 1950. The short course, lasting but a week, may be entered on any day of the week, and continued for seven days. It affords an opportunity to see and study some of the most important sites in Campania, particularly those with Vergilian associations, under the leadership of classical scholars of international reputation. Further information may be obtained from Professor Mary C. Fitzpatrick, Barat College, Lake Forest, Illinois.

Randolph-Macon Woman's College presented Aeschylus' *Seven Against Thebes* in Greek on May 13, 1950. Classical plays presented in translation during 1950 included the *Medea* of Euripides at the University of Kentucky; the same play at Cedar Crest College, Allentown, Pa., with the assistance of Lehigh University; the *Antigone* of Sophocles at the College of Saint Elizabeth, Convent Station, New Jersey; the *Mostellaria* of Plautus at Hunter College; and the *Birds* of Aristophanes at the same college. Also, at Miami University, Oxford, Ohio, there was presented *The Heart Is Proud*, a modern adaptation of Euripides' *Hippolytus*, for which Professor Henry C. Montgomery made an original translation of the choral passages from the Greek.

Professor John W. Spaeth, Jr., of Wesleyan University, Middletown, Conn., sends in a clipping from the *Hartford Courant*, announcing that Goodwin B. Beach, member of the Council of the American Classical League, has won honorable mention in the Certamen Capitolinum, an international contest in original Latin composition. This was the first year in which the contest had been opened to scholars outside Italy. The 4000-word entry of Mr. Beach, entitled *Disputatio Vellauodunensis*, was somewhat in the style of Cicero's *Tusculan Disputations*, and dealt with the classics as the common ground in Western culture.

Professor A. M. Withers' article, "To a Colleague on Ways and Means," in *The French Review* for January, 1950, pp. 238-241, stresses the importance of Latin "as a supporting base for foreign-language study."

For the last six years a monthly department called "The Antiquarian's Corner" has been appearing in *High Points*, the official publication of the High School Division of the New York City Board of Education. The writer of this column is Morris Rosenblum, a teacher of Latin and other subjects at Samuel J. Tilden High School, Brooklyn, N. Y., and speaker at the 1950 Latin Institute of the American Classical League. At least half of the column is always devoted to classical themes. Among the topics covered in a lively, light, and humorous style have been excursions into etymology, experiences in the teaching of Latin, and parallels between things modern and things ancient. *High Points* is sent to the head of every large school system in the country.

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W. L. CARR, Director

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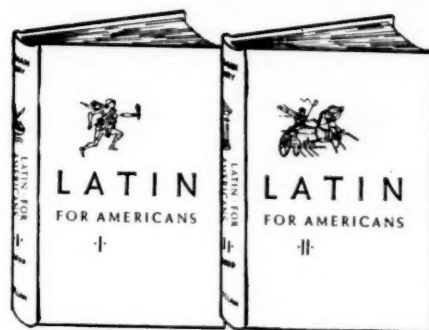
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